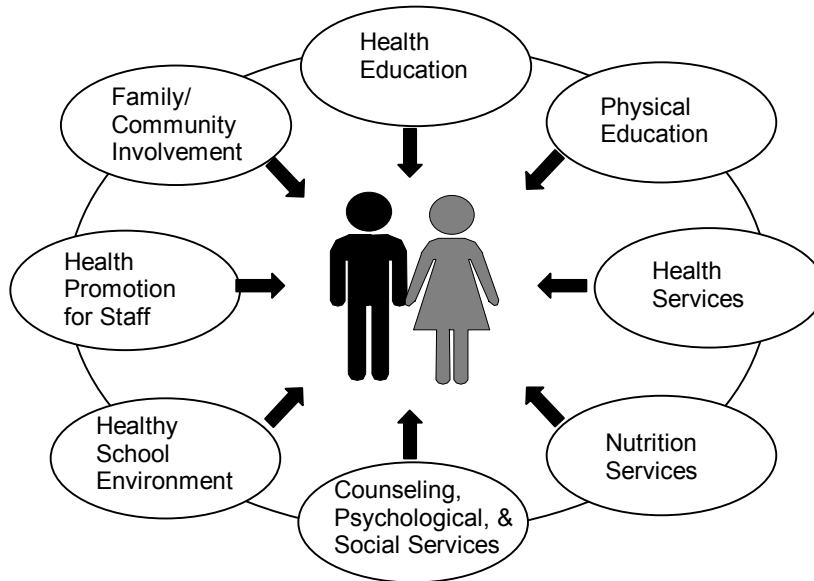


Module 4: Nutrition Services

Instructions for Module Coordinator

Habits and practices related to physical activity and healthy eating are influenced by the entire school environment. That's why the *School Health Index* has eight different modules, which correspond to the eight components of a coordinated school health program shown below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 4 team.

School food service manager	Teacher(s)
School food service staff member(s)	Parent(s)
School nurse	Student(s)
Health education teacher	

2. Make a photocopy of the module Questionnaire (pages 4-10) for each Module 4 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 11-12).
3. Give each Module 4 team member a copy of the Module 4 Questionnaire. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

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4. At a Module 4 team meeting:

- Discuss each question on the Module 4 Questionnaire and its scoring choices.
- Decide how to collect any information you need to answer each question accurately.
- After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The *School Health Index* is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
- Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
- Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
- Use the results from the third question in Planning Questions to identify the one, two, or three highest priority actions that you will recommend to the *School Health Index* team for implementation this year.
- Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up *School Health Index* team meeting.

We wish you success in your efforts to improve the health of young people!

Module 4: Nutrition Services

Score Card (photocopy before using)

Instructions

1. Carefully read and discuss the Module 4 Questionnaire, which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 4 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in place
4.1	Breakfast and lunch programs	3	2	1	0
4.2	Variety of foods in school meals	3	2	1	0
4.3	Low-fat and skim milk available	3	2	1	0
4.4	Meals include appealing, low-fat items	3	2	1	0
4.5	A la carte offerings include appealing, low-fat items	3	2	1	0
4.6	Sites outside the cafeteria offer appealing, low-fat items	3	2	1	0
4.7	Food purchasing and preparation practices to reduce fat content	3	2	1	0
4.8	Promote healthy cafeteria selections	3	2	1	0
4.9	Clean, safe, pleasant cafeteria	3	2	1	0
4.10	Preparedness for food emergencies	3	2	1	0
4.11	Collaboration between food service staff and teachers	3	2	1	0
4.12	Degree and certification of food service manager	3	2	1	0
4.13	Professional development for food service manager	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 39) X 100			%

Module 4: Nutrition Services

Questionnaire

4.1 Breakfast and lunch programs

Does the school offer nutritious breakfast and lunch programs* that are fully accessible** to all students?

**Nutritious breakfast and lunch programs means school-sponsored or district-sponsored programs that are designed to meet the U.S. Department of Agriculture School Meal Nutrition Standards (see standards below on page 5).*

***Fully accessible means that the school (1) offers free and reduced-price meals for students who meet income requirements in a way that ensures that these students are not identified by other students as recipients of these programs and (2) coordinates class and bus transportation schedules so that all students can eat breakfast and lunch at school.*

3 = Yes.

2 = The school offers breakfast and lunch programs, but they are not fully accessible to all students.

1 = The school offers only a lunch program, but there are plans to add a breakfast program.

0 = The school offers only a lunch program and there are no plans to add a breakfast program, **or** the school does not offer a breakfast or a lunch program.

4.2 Variety of foods in school meals

Do school meals* include a variety of foods**?

**A school meal is a set of foods that meets school meal program regulations. This does not include a la carte foods.*

***Variety means that at least:*

- ✓ *two entrees are offered for lunch daily*
- ✓ *two choices of fruit or 100% fruit juice are offered for lunch daily*
- ✓ *two choices of vegetables are offered for lunch daily*
- ✓ *five foods containing whole grain are offered weekly*

3 = Yes, for all four criteria.

2 = For three criteria.

1 = For one or two criteria.

0 = No criteria are met.

***School Meal Nutrition Standards
(For Question 4.1)***

All school meals, as part of the U.S. Department of Agriculture National School Lunch Program and School Breakfast Program, must meet the statutory and regulatory nutrition standards defined below:

1. Provide one-third (lunch) and one-fourth (breakfast) of the Recommended Dietary Allowances (RDA) for protein, calcium, iron, vitamin A, and vitamin C for the applicable age or grade groups.
2. Provide one-third of lunchtime energy allowances (calories) and one-fourth of the breakfast energy allowances for children, based on the applicable age or grade groups.
3. Follow the applicable recommendations of the *2000 Dietary Guidelines for Americans*:
 - ✓ let the Pyramid guide your food choices
 - ✓ choose a variety of grains daily, especially whole grains
 - ✓ choose a variety of fruits and vegetables daily
 - ✓ keep food safe to eat
 - ✓ choose a diet that is low in saturated fat and cholesterol and moderate in total fat
 - ✓ choose beverages and foods to moderate your intake of sugars
 - ✓ choose and prepare foods with less salt

4.3 Low-fat and skim milk available

Does the school food service offer low-fat* and skim milk every day?

**Low-fat means either 1/2% or 1% fat.*

- 3 = Yes, low-fat and skim milk are offered every day.
2 = Either low-fat or skim milk is offered every day.
1 = Low-fat or skim milk is offered, but not every day.
0 = Neither is offered any day.

4.4 Meals include appealing, low-fat items

Do school meals every day include at least one appealing*, low-fat** item from each of the following food groups: fruits, vegetables, grains***, and dairy products?

Note: School breakfasts should not be expected to include vegetables.

****Appealing** items are food items that are acceptable to a majority of students, as indicated by some kind of evaluation such as analysis of plate waste or student choices.*

*****Low-fat** means items that contain no more than 3 grams of fat per serving. In most cases, this does not include items such as fried potatoes, other fried foods, foods cooked with or covered with butter or margarine, fruits in pies or cobblers, cookies, cakes, and other pastries.*

******Examples of low-fat grains** include pastas, cereals, and bread products.*

3 = Yes, from all four of those groups.

2 = From three of those food groups.

1 = From one or two of those food groups.

0 = School meals do not include every day at least one appealing, low-fat item from any of the four food groups identified.

4.5 A la carte offerings include appealing, low-fat items

Do the a la carte offerings* every day include at least one appealing, low-fat item from each of the following food groups: fruits, vegetables, grains, and dairy products?

****A la carte offerings** means a set of foods from which students can choose individual items that are not usually counted as part of a reimbursable meal.*

3 = Yes, from all four of those groups.

2 = From three of those food groups.

1 = From one or two of those food groups.

0 = The a la carte offerings do not include every day at least one appealing, low-fat item from any of the four food groups identified.

4.6 Sites outside the cafeteria offer appealing, low-fat items

Do most or all sites outside the cafeteria* offer appealing, low-fat fruits, vegetables, grain, or dairy products?

**Examples of sites outside the cafeteria include:*

- ✓ *vending machines*
- ✓ *school stores and canteens*
- ✓ *concession stands*
- ✓ *parties and special events*
- ✓ *meetings*
- ✓ *extended day programs (that is, school-sponsored after-school programs)*

3 = Yes, most or all sites outside the cafeteria do.

2 = About half of the sites do.

1 = Fewer than half of the sites do.

0 = None of the sites do.

4.7 Food purchasing and preparation practices to reduce fat content

Does the school food service consistently engage in the following food purchasing and preparation practices to reduce the fat content of foods served?

- ✓ *spoon solid fat from chilled meat and poultry broth before using*
- ✓ *adjust specifications for pre-prepared foods such as hamburgers, pizzas, chicken nuggets, etc., to require lower fat content*
- ✓ *rinse browned meat with hot water to remove grease before adding to other ingredients*
- ✓ *remove skin from poultry before or after cooking*
- ✓ *roast, bake, or broil meat rather than fry it*
- ✓ *roast meat and poultry on rack so fat will drain*
- ✓ *use low-fat or reduced-fat cheese on pizza*
- ✓ *prepare vegetables using little or no fat*
- ✓ *cook with non-stick spray or pan liners rather than with grease or oil*
- ✓ *offer low-fat salad dressings*

3 = Yes, for all ten practices listed above.

2 = For six to nine practices.

1 = For three to five practices.

0 = For two or fewer practices.

4.8 Promote healthy cafeteria selections

Are cafeteria selections low in fat, sodium, and added sugars promoted and advertised through the following methods?

- ✓ nutritional information about available foods displayed
- ✓ promotional materials such as posters displayed
- ✓ healthy cafeteria selections highlighted in menus that are distributed or posted
- ✓ taste-testing opportunities offered
- ✓ school-wide audio or video announcements made

3 = Yes, through three or more promotion methods.

2 = Through two methods.

1 = Through one method.

0 = They are not promoted through any of these methods.

4.9 Clean, safe, pleasant cafeteria

Does the school provide students with a clean, safe, and pleasant cafeteria, according to the following criteria?

- ✓ physical structure (for example, walls and floor covering) does not need repairs
- ✓ tables and chairs are not damaged and are of appropriate size for all students
- ✓ seating is not overcrowded (that is, never more than 100% of capacity)
- ✓ rules for safe behavior (for example, no running, no throwing food or utensils) are enforced
- ✓ tables and floors are cleaned between lunch periods or shifts
- ✓ age-appropriate decorations are used
- ✓ appropriate practices are used to prevent excessive noise levels (for example, no whistles)
- ✓ smells are pleasant and not offensive
- ✓ appropriate eating devices are available when needed for students with special health care needs

3 = Yes, for all nine criteria listed above.

2 = For five to eight criteria.

1 = For three or four criteria.

0 = For two or fewer criteria.

4.10 Preparedness for food emergencies

Are school food service staff trained to respond quickly and effectively to the following types of food emergencies?

- ✓ choking
- ✓ natural disasters (for example, electrical outages affecting refrigeration)
- ✓ medical emergencies (for example, severe food allergy reactions, diabetic reactions)

3 = Yes, for all three types of emergencies.

2 = For two types.

1 = For one type.

0 = No.

4.11 Collaboration between food service staff and teachers

Do food service staff use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?

- ✓ participate in the design and implementation of nutrition education programs
- ✓ display educational and informational materials that reinforce classroom lessons
- ✓ provide food to be used in classroom nutrition education lessons
- ✓ provide ideas for classroom nutrition education lessons
- ✓ teach a lesson or give a presentation to students
- ✓ provide cafeteria tours for classes

3 = Yes, with three or more collaboration methods listed above.

2 = With two methods.

1 = With one method.

0 = No.

4.12 Degree and certification of food service manager

Does the school's food service manager have a nutrition-related baccalaureate or graduate degree and certification/credentialing in food service from either the state or the American School Food Service Association?

3 = Yes, a degree and certification/credentialing.

2 = A degree or certification/credentialing, but not both.

1 = Neither a degree nor certification/credentialing, but he/she is working on one or both.

0 = Neither a degree nor certification, and he/she is not working on either.

4.13 Professional development for food service manager

Does the food service manager participate at least once a year in professional development/continuing education* on meeting the Dietary Guidelines for Americans (for example, meal planning, recipe modification and substitutions, food purchasing and preparation practices) and on nutrition education to promote healthy eating choices?

**Professional development/continuing education means on-site (school, district) and off-site (city, state, national) training opportunities.*

3 = Yes.

2 = On one topic, but not the other.

1 = No, but there are plans to participate in the near future.

0 = No, and there are no plans to participate in the near future.

Module 4: Nutrition Services

Planning Questions
(photocopy before using)

The Module 4 Planning Questions will help your school use its *School Health Index* results to identify and prioritize changes that will improve policies and programs for promoting physical activity and healthy eating. The answers on this form should guide your module team's presentation to the entire *School Health Index* team.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's food service policies and program?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (for example, offer an accessible school breakfast program).

Continued on next page

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Planning Question 3: List each of the actions identified in question 2 above. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the ranking points for each action to get total points. Use the total points to help you choose one, two, or three top-priority actions that you will recommend to the *School Health Index* team for implementation this year.

Importance	How important is the recommendation to my school? 5 = Very important 3 = Moderately important 1 = Not important
Cost	How expensive would it be to plan and implement the recommendation? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
Time	How much time and effort would it take to implement the recommendation? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the recommendation? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
Feasibility	How difficult would it be to attain the recommendation? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Module 4 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top-Priority Action?